

HUMAN RESOURCES PLACEMENT SPECIALIST

Positions in this class specialize full-time in job or housing development and placement in the Division of Vocational Rehabilitation on in local departments or social services. Work involves interviewing clients to assess basic factors that affect housing or employment needs; contacting business/industry and/or governmental employers to develop job opportunities and/or on the job training situations; or contacting realtors and landlords to develop housing placements and resolve evictions and unsafe housing conditions; providing supportive relationship counseling regarding job readiness, expectation of employers or landlords, etc. Work requires an on-going developmental role to overcome stereotypes for the particular group of unemployable or handicapped as a whole, and development of specific placements to fit each individual's needs.

I. DIFFICULTY OF WORK:

Complexity - Responsibility is primarily in one area: housing or employment, but the tasks are varied in each depending on the particular client's problem. The client's have a multitude of problems so that the employee may work with the hard-core unemployable, the emotionally disturbed, mental retardation, alcoholism and drug addiction, physical handicaps and of the multi-handicaps. In the area of housing, work frequently involves resolving evictions and dealing with the environmental stress and underlying emotional and social implications.

Employment placements require analysis of the limitations and strengths that the handicapping conditions present, past work history, interests, the employment goals established by the Counselor and client, and job readiness factors. Placements are primarily in the skilled/unskilled and paraprofessional occupations but occasionally may be in professional or technical levels.

Guidelines - Referrals come from the counselor, social worker, or possibly other service agencies serving the recipients. Primary guides used are the Dictionary of Occupational Titles and other references on occupations, types of industries, and available literature on job trends, periodicals, and newspapers.

II. RESPONSIBILITY:

Consequence of Action - Housing frequently clients have been evicted or living conditions are extremely unsafe, and without quick, effective actions families may be without safe, healthy living arrangements. Employment work is with the handicapped and/or unemployed who are creating further service needs and increasing costs to the taxpayer. Employment can mean that the individual becomes a productive citizen, and the individual's psychological well being is enhanced.

Accountability - Employee's responsibility is to seek out business/industry; community employers or realtors/property owners to negotiate contacts for rent and repairs, or on-the-job training. Employee can initially commit these types of services.

Review - Daily work is performed independently including setting own schedules and determining own directions. Majority of review occurs through weekly case staffing or individual conference with the supervisor to report trends in employment, progress of client and problems identified that may require further in-depth services from the rehabilitation counselor or social worker.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Work is with a variety of multi-handicapping conditions that can limit the individual's comprehension. Often, the client does not understand expectations of employers or realtors or their reciprocal responsibility, and they require a lot of motivation and confidence building.

Purpose - Work requires a lot of information sharing with agencies, employers, and landlords regarding client's needs, potential, and strengths. Typically, this type of client has poor work and housing records, plus the general public has stereotyped concepts of what they can do; therefore, work requires convincing and motivating the employer or landlord to give each individual an opportunity to prove himself.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Work requires being out of the office extensively in a variety of businesses, factories, construction sites, and similar settings which may be noisy, dirty, etc., on in clients' homes that may need repair or be unsafe.

Potential Hazards - Clients may at times be verbally abusive due to their extreme situations or their emotional problem, but generally physical harm is unlikely on an on-going basis.

V. JOB REQUIREMENTS:

Knowledges, Skills and Abilities - Considerable knowledge of types of housing or types of businesses/industries likely to employ skilled-unskilled and aide/paraprofessional individuals; considerable knowledge of economic, social, and environmental conditions of population served; general knowledge of basic limitations and characteristics of various handicap conditions and the barriers these present to employment from the individuals' and employers' viewpoint; general knowledge of various service/rehabilitation programs, including their purposes, service availability, and basic eligibility requirements; general knowledge of acceptable employment practices, interviewing procedures, and relational-supportive counseling; skill and appraising basic needs and/or interests that affect housing or jobs and exercising good judgment in deciding on placement in timely fashion; skill in reading, writing, and mathematics to fill out forms, reports, etc.; skill in establishing rapport with a cross-section of the business community and client population served.

Minimum Education and Experience - Degree from a two-year technical school or community college associate program designed to prepare support personnel for human services agencies including a six months practice/internship in a similar setting and two years of experience in providing direct services to this type population where extensive coordination and liaison with community resources are required, or in personnel or similar field will work directly with a variety of types of work (an additional year of above experience may be substituted for the six months practice); or graduation from high school and four years of the above experience; or an equivalent combination of education and experience.

Special Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.